

# High School!

A Newsletter for California Educational Leaders

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## A Message from the Superintendent

As I begin my second year as State Superintendent of Public Instruction, many challenges face our schools and the more than seven million students we entrust to them. These are difficult times, and we are being asked to do more with less.

Nevertheless, despite the many challenges we face, there are reasons to be optimistic as we begin 2004. We can be particularly proud of the progress our standards-based reforms have made in California's elementary schools, where the state's focus has been the strongest. Our middle schools are slowly improving as well, and I believe the cumulative effect of our elementary reforms will soon begin showing larger dividends in our middle schools. High schools, however, continue to show the most disappointing test scores, and it is in high schools where the achievement gap is most severe.

At my recent State of Education in California address, I outlined three critical priorities for the year ahead. I will concentrate on these areas where I believe the greatest immediate needs lie and where I can best focus the California Department of Education (CDE) on making a difference in the lives of our children. These priorities are (1) improving high schools; (2) reducing the burden we place on our schools; and (3) staying the course to increase achievement gains. For more details on my plan to improve high schools, please see page two of this newsletter. For more information on my State of Education address, you can go to the CDE Web site at <http://www.cde.ca.gov/eo/se/se/stateofeducation.asp>

It will take many people to rethink what is expected from our high schools, to dedicate themselves to change, and to stick with the reforms for the sake of those young adults who deserve support and opportunities. Our students will shape our future. We are expecting a lot from them, as we should. Yes, 2004 will be a challenging year. But I promise to keep focused on the most important challenge of all – making it possible for all California students to reach their highest potential. Please join me in this effort.

JACK O'CONNELL

Volume 3, Issue 2  
March – April 2004

### Feature Article:

**High Performance High School Initiative:**

**Improving High Schools From the Inside Out – page 2**

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## High Performance High School Initiative: Improving High Schools From the Inside Out

*We can no longer limit the adult opportunities of our students because of our failure to provide them both challenges and support in high school...It's time to change high schools from the inside out.*—State Superintendent Jack O'Connell

### **The Problem**

Over the past five years, California's public high school enrollment has increased by 14 percent and is projected to increase by a similar amount over the next five years. Yet less than 10 percent of high schools have reached the optimal level of 800 on the Academic Performance Index (API), and on average, high schools have met their annual API growth targets only about 40 percent of the time. The majority of California's high school students are not reaching the academic levels needed to succeed in the workplace, in college, or as effective citizens. Nearly two-thirds of high school students are not adequately prepared to enter college or transition to a career. There remains a huge mismatch between the highly skilled technical jobs available throughout the economy and the lack of individuals emerging from the education system with necessary academic and technical skills.

### **Solutions**

State Superintendent Jack O'Connell is proposing a new High Performance High School Initiative aimed at focusing high schools toward the primary role of preparing students for admission to college or transition to a career. O'Connell's High Performance High School Initiative will confront the challenge of improving high school performance and begin a process of fundamental change by:

#### **IMPLEMENTING HIGH EXPECTATIONS FOR ALL STUDENTS**

- Require all students to take courses required for college entrance, known as "A-G" requirements.
- Increase the number of students enrolled in academically rigorous courses, such as Advanced Placement and International Baccalaureate programs.
- Encourage and assist high schools to expand successful college preparation programs, such as AVID, Puente, and career paths and academies.
- Provide early intervention so that struggling students can be prepared for postsecondary endeavors.

#### **DEVELOPING WORLD CLASS TEACHERS AND SITE ADMINISTRATORS**

- Give incentives to high schools to provide sustained, standards-based professional development.
- Mentor and support all beginning teachers and principals.
- Encourage school districts and universities to create leadership development programs to meet the need for qualified new principals.
- Make it easier to recruit qualified new principals from the business community.

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## **High Performance High School Initiative: Improving High Schools From the Inside Out - Continued**

### **DEVELOPING WORLD CLASS INSTRUCTIONAL MATERIALS**

- Guide high schools toward standards-aligned instructional materials by a state “seal of approval.”

### **SUPPORTING SUCCESSFUL TRANSITIONS TO POSTSECONDARY EDUCATION**

- Plan in middle school to assess and identify students needing targeted intervention and those who are ready to accelerate into the high school curriculum.
- Expand career academies, such as health, fire science, government, and manufacturing, that allow students to explore careers, work as interns, and prepare to continue their education in college or transition to employment.
- Implement California State University Early Assessment programs, Early College High Schools, written agreements, or compacts to increase student access to postsecondary-level options.

### **NURTURING AND DEVELOPING A COMMUNITY OF SUPPORT TO FOSTER HIGH STUDENT ACHIEVEMENT**

- Promote community support to implement innovative programs and approaches.
- Include parents, businesses, higher education institutions, community-based organizations, and public agencies.
- Convene a summit to focus on launching and implementing the high school initiative.

### **PROVIDING UNPRECEDENTED NEW FLEXIBILITY**

- A block grant of \$450 million in categorical programs will be provided to achieve the five goals of this High Performance High School Initiative.
- High schools electing to take the flexible block grant funds must meet academic targets in order to maintain the categorical flexibility.
- Targeted categorical programs are Advanced Placement, Agricultural Vocational Education, Beginning Teacher Support and Assistance,\* Bilingual Teacher Training,\* Class Size Reduction, Community Day School, Dropout Prevention, Intersegmental Staff Development, Instructional Materials Block Grant,\* Math and Reading Professional Development,\* Partnership Academies, Peer Assistance and Review,\* School Library Materials,\* Specialized Secondary Program Grants, Staff Development Day Buyout,\* Tenth-Grade Counseling, AVID, Principal Training Program,\* Academic Volunteer Mentor Program,\* After-School Programs,\* and Gifted and Talented Education.\*

(\* = High School portion of the funds)

More information is available at <http://www.cde.ca.gov/eo/se/se/stateofeducation.asp>

## Highlight Site: Red Bluff High School

### School Profile

|  |                                   |                                       |
|--|-----------------------------------|---------------------------------------|
| <b>District:</b>   | Red Bluff Joint Union High School | <b>Student Demographics:</b>          |
| <b>Community:</b>  | Rural                             | African American – 1.2%               |
| <b>County:</b>   | Tehama                            | American Indian/Alaskan Native – 3.6% |
| <b>County Per Capita Income:</b>   | \$19,686                          | Asian - .06%                          |
| <b>Enrollment:</b>   | 1,793                             | Filipino-American – 0.3%              |
| <b>Grade Levels:</b>   | 9-12                              | Latino/Hispanic – 14.5%               |
| <b>2003 API:</b>   | 661                               | Pacific Islander – 0.1%               |
| <b>2003 AYP:</b>   | Yes                               | White (not Hispanic) – 77.6%          |
| <b>Graduation Rate:</b>  | 98.3%                             | Other/Not Declared – 2%               |
| <b>Dropout Rate:</b>   | 0.2%                              |                                       |
| <b>Student Population Qualifying for CSU/UC Systems:</b> 35.8%                                   |                                   |                                       |
| <b>2002-2003 API Growth in Socioeconomic Disadvantaged Students:</b> 582 (increase of 57 points) |                                   |                                       |
| <b>2002-2003 API Growth of Latino/Hispanic Students:</b> 569 (increase of 61 points)             |                                   |                                       |

Red Bluff High School (RBHS) has seen growth in its overall API score as well as significant growth in the scores of two subcategories of students—Latino/Hispanic and socioeconomically disadvantaged students. As much as a detailed, sure-fire strategy would be desired, Red Bluff High does not claim to have one. However, several factors have contributed to the improved recent scores:

- Departments have spent significant time mapping courses and aligning curriculum to the state standards. The effort has been driven by department chairs and teachers and, though time consuming, has provided focus and consistency in the delivery of curriculum.
- Efforts have been made to ensure that Latino/Hispanic students are placed appropriately. Because of the diversity of incoming students' elementary and middle school experiences, gathering accurate information is challenging. Red Bluff High School has the distinction of being a one high school district that receives students from 11 separate associate districts. In addition, many Latino/Hispanic students are transient due to the nature of the agricultural work of their parents.

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## Highlight Site - Continued

- To increase student motivation and raise community awareness of the importance of state and federal testing, RBHS implemented a rewards program that entitled any student who scored 800 or above or improved by 10 or more points from the previous year to \$20 in cash. Whether this program had any direct influence on improved scores is difficult to determine, but the program is in place again this year. Because of the barrage of assessments students are subject to, it is easy to believe that some, if not many, simply choose not to value the exam. Funds for the program are donated by local businesses in exchange for their business logos being displayed in a variety of school locations. Rewards are disbursed after the exam by representatives of the sponsoring businesses and by other prominent community members. When asked if the program had any effect on his effort toward the exams, one student said, "I think I would try hard even without the money, but a couple of my friends definitely took it more seriously because of the chance to get twenty bucks."
- The most important factor in the improved test scores is the school's refusal to believe that the API, or any other test score for that matter, is the primary reason they do what they do. Pep Roa, a counselor, said, "It [the school's goal] is not a specific strategy [i.e., raising test scores]. It's because we take care of our students' needs. Doing so allows them to focus on their schoolwork." An atmosphere that recognizes individual needs, provides endless academic and extracurricular activities, empowers students, calls for mutual respect between adults and students, and emphasizes students taking individual responsibility is actively cultivated on campus.

The staff at Red Bluff High strongly believe in a collaborative working environment that allows all stakeholders to contribute to the ongoing operation of the school. This approach ensures that stakeholders, including students, take responsibility for their part in the success of the school.

By Patrick Gleason, Principal, Red Bluff High School, [pgleason@rbuhsd.k12.ca.us](mailto:pgleason@rbuhsd.k12.ca.us)



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## Well Done

Brandon Ford-Sulway has learned the recipe for success — a passion, a goal, and a dash of heart.

**Name:** Brandon Ford-Sulway

**Age:** 17

**School:** John F. Kennedy High School, Sacramento City Unified School District, Sacramento

Bite into a perfectly flaky crust of Brandon Ford-Sulway's chicken turnovers, and your taste buds will delight in the tender mixture of meat, potatoes, and creamy mushroom sauce. Brandon, a senior, is an entrée chef at John F. Kennedy High School's Cougar Café, a classroom that becomes a restaurant on Wednesdays when Food and Nutrition students prepare meals for the school staff. After being legally adopted by his aunt and struggling with attendance at school, Brandon has discovered that his love of cooking feeds his desire to do well.

**Q:** *What is the Cougar Café?*

**A:** We serve teachers a three-course meal (each week). They pay \$5.75, and that earns us money to buy foods for the café and the classes. The students plan the meals themselves. We're trying to run it like a real establishment. And I'm in the Regional Occupational Program, where I work in the cafeteria before school.

**Q:** *Do you want to pursue a career in cooking?*

**A:** I want to go to a cooking college and become a major chef. I actually want to own my own café like the character Luke on *Gilmore Girls*. I want a café where I can make my own menu, and people can come and hang out.

**Q:** *You had a tough time with school a couple of years ago.*

**A:** My sophomore year, I ditched class all the time. My junior year, a counselor told me I wasn't going to graduate.

**Q:** *What made you want to do better?*

**A:** I started to get into my cooking class in my junior year. I wanted to get good enough grades to go to a cooking school, so it was the desire to become a chef that helped my grades. Now my grade-point average is above a 3.0.

**Q:** *Do you have any specialties?*

**A:** I do have one dish that I made up, but I haven't picked a name for it yet. It's pasta with a thin, clear sauce and topped with mizithra cheese. Usually, I like making Italian food.

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## Well Done – Continued

**Q:** *What is this cooking competition you're doing this month?*

**A:** It's an event put on by the California Association FHA-HERO (Future Homemakers of America-Home Economics Related Occupations). They give you a recipe, and you have 90 minutes to make it, but you don't know what you are making beforehand.

**Q:** *What has cooking taught you?*

**A:** When I move out on my own, I won't be like most guys who have to live off fast food. I've also gained a lot of self-esteem. In my past life, I had no confidence whatsoever, but cooking and the Cougar Café have made me believe in myself a lot more.

By Michelle Miller, Staff Writer, [mmiller@sacbee.com](mailto:mmiller@sacbee.com). From *Sacramento Bee* "Sidetracks" section, January 30, 2004, [www.sacbee.com](http://www.sacbee.com). Reprinted with permission



"I want to go to cooking school and become a major chef," says Brandon Ford-Sulway, shown putting the finishing touches on an arancino ball, an Italian dish.

## J Camp for Journalism Students

High school students interested in pursuing a career in journalism are invited to apply for a free summertime project called J Camp. Scheduled for July 30 through August 4 at George Washington University in Washington, D.C., J Camp will bring together a multicultural group of high school students from across the country to sharpen their journalistic skills in a unique learning environment. Students selected for the program will spend time in classrooms and professional newsrooms, take working field trips, and talk with some of the most famous figures in the media, including Pulitzer Prize-winning reporters, network newscasters, and leading editors.



The best and brightest minority students with a keen interest in broadcasting, newspapers, magazines, photojournalism, or new media are especially encouraged to apply. Qualified applicants must be currently enrolled in high school as a freshman, sophomore, or junior and must be available to travel to Washington, D.C., during the camp week. There is no cost to apply, and all expenses — including airfare, room, and board — will be covered by the camp's sponsors for the 40 students selected to participate in the program. The received-by deadline for applications is April 1. For more information and to obtain an application, visit the Asian American Journalists Association's Web site at [www.aaaja.org](http://www.aaaja.org) or contact *Sacramento Bee* culture writer J. Freedom du Lac (one of the camp's directors) at (916) 321-1115 or [jdulac@sacbee.com](mailto:jdulac@sacbee.com).



## Counselor's Corner

### Study of Pupil Personnel Ratios, Services, and Programs

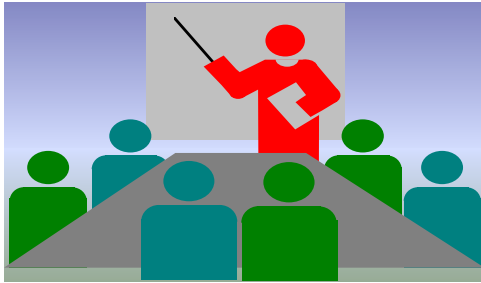
#### ABSTRACT

**Purpose.** The report from the California Department of Education was submitted to the Legislature according to the requirements of Assembly Bill 722 (Corbett, Chapter 250, Statutes of 2001). The report describes the results, findings, and recommendations of the Study of Pupil Personnel Ratios, Services, and Programs. The report provides a blueprint that the education community and policymakers can use to bring schools to the level of pupil support necessary to ensure a safe environment conducive to learning in which students can excel academically and grow socially.

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## Counselor's Corner – Continued



**Methodology.** The study used a comprehensive methodology that included a work group, a statewide survey, an online Web site survey, local focus groups, and a review of additional research. The Survey of Pupil Support Services consisted of seven sections, with each one related to an issue addressed in Assembly Bill 722. The statewide survey was sent to a controlled, stratified sample of 255 school districts with a return rate of 61 percent, representing 44 percent of the total public school enrollment from kindergarten through grade twelve in 2001-02. The survey results were enhanced with additional data from focus groups of students, teachers, administrators, and parents and an online survey of parents, teachers, and local school board members.

**Findings.** The following general findings are based on the results of the Survey of Pupil Support Services, the online survey, focus group discussions, and additional research data.

1. Pupil-to-pupil support personnel ratios identified in this report as necessary to maintain adequate pupil support services in kindergarten through grade twelve are significantly lower than current ratio averages in California's public schools. However, the adequate ratios indicated in this report are above the ratios recommended by the professional associations and referenced in the No Child Left Behind Act of 2001.
2. The most effective pupil support services and programs are those that are aligned with the desired outcomes that districts strive to attain.
3. The major reason given for using uncredentialed personnel is lack of adequate funding to hire credentialed personnel.
4. The major difficulties in attracting and retaining credentialed pupil support services personnel are lack of adequate funding and district budget limitations.

The full report of Assembly Bill 722 — Study of Pupil Personnel Ratios, Programs, and Services — has been posted on the California Department of Education Counseling and Student Support Web site at <http://www.cde.ca.gov/ls/cg/>. For further information, contact Dr. Jackie M. Allen, Education Programs Consultant in Counseling and Student Support, at [jallen@cde.ca.gov](mailto:jallen@cde.ca.gov) or (916) 322-1767.

## **Norco High School: One of California's Exemplary Career Technical Education Programs**

Norco High School opened as a neighborhood school of 1,000 students in 1967. Though the city of Norco has changed from an agricultural to a suburban community, it has maintained the country heritage and hometown feeling for its current 2,700 students. A highlight of last school year was Norco High School's selection as one of only four California high schools to receive special recognition for its outstanding Career Technical Education (CTE) program. The award is part of CDE's California Distinguished School Recognition program.

The Norco High School Career Technical Educational departments include agriculture, business, industrial technology, and work experience. One of the goals is to ensure that the district modifies, develops, and implements a curriculum containing a balance of strong academic instruction, life skills training, elective subject course offerings, career technical education, and other nontraditional school and community experiences.

Instruction is hands-on and project-driven. Assessment is based on industry standards and includes both traditional and project-based evaluation. A wide variety of learning and entrepreneurial projects engage students in learning:

- The students in the Advanced Computer Applications course design and maintain the school's Web site.
- Graphic communications students make notepads for every teacher and administrator. Students design and silk-screen tee shirts for other students.
- Wood technology students build and sell furniture.
- Business students participate online using the Virtual Business Retailing software.
- Agriculture students own businesses, such as buying and selling of livestock, floral arrangement, and landscape maintenance.

Students participate in Future Farmers of America (FFA) organization and Future Business Leaders of America (FBLA). Through these organizations, students learn theory, put theory into practice, and develop leadership skills to prepare for future careers. The Norco High School FFA chapter has received national recognition as a Model of Innovation. Students in both FFA and FBLA compete at the state level. They prepare drafting and wood projects and compete at the Riverside County Industrial Exposition, the Los Angeles County Fair, and the Date Festival.

The Dare to Soar program awards certificates to students completing course work in agriculture, business, and industrial technology. These hands-on, career-building classes prepare students to enter the workforce or postsecondary education. Students must maintain a 2.5 grade point average and complete the required sequence of courses to ensure mastery. Students who complete two years of course work receive certification. Seniors who complete three years of course work wear a cord representing their area of specialization at graduation.

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## Norco High School – Continued

In ninth grade, students begin career exploration. They start building a four-year portfolio and use COIN, a computerized self-assessment career guidance system, to complete an occupational survey. In tenth grade students complete the Career Occupational Preference Survey (COPS) and the Holland Self-Directed Search to identify and explore career choices. In eleventh grade students research career choices and postsecondary education through the Eureka and COIN computer programs. The military provides the Armed Services Vocational Aptitude Battery once per year, and recruiters visit the campus regularly. The ROP provides a student services representative once per week to work with interested students. Students annually update their portfolios and may use career center resources, including the Internet, career periodicals, college catalogues, and occupational data files.

District and site advisory committees participate in CTE and are composed of students, parents, teachers, administrators, and business and industry leaders. Needs assessments, determined by industry trends, drive budgetary decisions at district and site levels. Funding sources include the Carl D. Perkins Vocational and Technical Grant, the Agriculture Incentive Grant, the Specialized Agriculture Incentive Grant, the USDA Secondary Challenge Grant, block grant funds, content area district funds, site general funds, and donations from local and state businesses. Student-made projects from wood technology and agriculture are in demand from community members. The proceeds from these projects support future projects.

Norco High School has an articulation agreement with Riverside Community College (RCC) for students enrolled in drafting, architectural drawing, and graphic communications classes. RCC encourages automotive technology students to enroll in training sponsored by Toyota, Ford, and GMC. Students may enroll in Guidance 45 and 47, RCC courses offered for free to Norco High School students. These classes outline University of California eligibility requirements and career exploration. Norco High School also has an agreement with Mount San Antonio College for agriculture students. In addition, wood technology students are strongly encouraged to pursue advanced training at Palomar College.

Norco High School is extremely proud of the Career Technical Education program and continues to strive for success. The school motto, "Make the Most of Your Life Through Education," is exemplified through solid academic programs enhanced by a diverse CTE program. For further information, contact Steve Harris, Principal, at [sharris@cnusd.k12.ca.us](mailto:sharris@cnusd.k12.ca.us) or Gina Boster, Assistant Principal, at [gboster@cnusd.k12.ca.us](mailto:gboster@cnusd.k12.ca.us).

### School Profile

|   |                      |                                     |
|---|----------------------|-------------------------------------|
| <b>District:</b>                        | Corona-Norco Unified | <b>Student Demographics:</b>        |
| <b>Community:</b>                       | Urban                | African American – 4%               |
| <b>County:</b>                          | Riverside            | American Indian/Alaskan Native – 1% |
| <b>Enrollment:</b>                      | 2,700                | Asian – 2%                          |
| <b>Grade Levels:</b>                    | 9-12                 | Filipino-American – 1%              |
| <b>2003 API:</b>                        | 665                  | Latino/Hispanic – 31%               |
|   |                      | Pacific Islander – 0%               |
|   |                      | White (not Hispanic) – 61%          |
| <b>Mobility:</b>                        | 10%                  |                                     |
| <b>Socioeconomically Disadvantaged:</b> | 21%                  |                                     |

## Worth a Click

### **American School & University Magazine**

"Schools of Tomorrow: Envisioning the Future of Education Facilities" is an excellent article in the January issue of *American School and University* magazine. It features a panel of prominent education architects exploring such concepts as learning spaces, flexibility, sustainability, functionality, adaptive reuse, indoor environmental quality, and school size.

[http://asumag.com/ar/university\\_schools\\_tomorrow/index.htm](http://asumag.com/ar/university_schools_tomorrow/index.htm)

### **California Department of Education (CDE)**

A list of CDE-approved Supplemental Educational Services providers for Title I, No Child Left Behind is available at: <http://www.cde.ca.gov/ta/ac/ti/approvedproviders.asp>

### **Council of Chief State School Officers (CCSSO) – School Improvement**

CCSSO offers a Support for School Improvement e-newsletter, a monthly publication focusing on school improvement efforts at the state and district levels. [www.ccsso.org](http://www.ccsso.org)

### **The World of Math Online**

Math.com provides math problems divided into four sections: (1) an overview; (2) an in-depth explanation; (3) an example; and (4) a page to practice. The site also offers quizzes and unit tests as well as numerous resources for students, teachers, and parents. [www.math.com](http://www.math.com)

### **State of California - California Career Resource Network (CalCRN)**

This Web site provides career development tools for career seekers. The resources and tools may be used by students, teachers, parents, counselors, career technicians, or anyone interested in careers. CalCRN has produced a new resource called the *California Career Planning Guide 2003-2005*. The purpose of the planning guide is to assist students through the career planning process, including preparing a career action plan. [www.californiacareers.info/](http://www.californiacareers.info/)

### **WestEd – Schools Moving Up**

WestEd recently launched a Web site called Schools Moving Up. It offers resources and tools in an interactive format to education professionals serving low-performing schools nationwide.

<http://wested.schoolsmovingup.net>

## Funding Opportunities

### **California Department of Education - Statewide Student Identifier**

For fiscal years 2003-04 and 2004-05, this statewide student identifier program provides formula-funded grants to support local educational agencies in the effort to assign individual, nonpersonally identifiable student identifiers to all K-12 students enrolled in California public schools and charter schools. Applications are due June 30, 2005.

<http://www.cde.ca.gov/fq/fo/cf/profile.asp?id=382>

## Statewide Conference Calendar

### **California School Employees Association**

Seventh Annual Paraeducator Conference  
Hilton Hotel and Convention Center, San Jose  
April 1-3, 2004

Contact: [www.csea.com](http://www.csea.com) or (800) 632-2128

### **California Business Education Association**

Annual Conference  
DoubleTree Hotel, Sacramento  
April 1-4, 2004

Contact: Marty McFarland, [martymcf@c-zone.net](mailto:martymcf@c-zone.net) or (530) 243-7408

### **Los Angeles County Office of Education**

Schoolwide Literacy Academy Intensive Workshop  
Los Angeles  
April 7-8 and May 17-18, 2004

Contact: Beth Dalton, [Dalton\\_Beth@laoe.edu](mailto:Dalton_Beth@laoe.edu) or (562) 922-6881

### **California Association of School Business Officials**

77<sup>th</sup> Annual Conference  
April 15-19, 2004  
TBA, Sacramento  
Contact: (916) 447-3783

### **California Department of Education and WestEd**

On the Right Track 2: Strategies From Improving Schools and Districts  
The Westin – Los Angeles Airport, Los Angeles  
April 20-21, 2004  
Contact: Linda Slayton, (916) 319-0833

### **California Association of School Counselors, Inc.**

Northern California Conference  
Sonoma County Office of Education, Santa Rosa  
April 23, 2004  
Contact: [www.schoolcounselor-ca.org](http://www.schoolcounselor-ca.org)

### **California Department of Education**

Achieving Schools 20<sup>th</sup> Annual Conference  
April 27-29, 2004  
Hyatt Regency, San Francisco Airport, Burlingame  
Contact: Howie DeLane, [hdelane@cde.ca.gov](mailto:hdelane@cde.ca.gov) or (916) 319-0377

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## Statewide Conference Calendar - Continued

### California Association of Supervisors of Child Welfare and Attendance

State Conference

April 28-30, 2004

Mission Valley Marriott, San Diego

Contact: [www.cascwa.org](http://www.cascwa.org)

### California Association of School Counselors

Southern California Conference

April 30-May 1, 2004

Kellogg West, Cal Poly Pomona

Contact: [www.schoolcounselor-ca-org](http://www.schoolcounselor-ca-org)

## High School! Newsletter

California Department of Education  
School Improvement Division

Wendy Harris, Director  
1430 N Street,  
Sacramento, CA 95814

Kelly Goughnour, Editor  
Middle and High School Improvement Office  
E-mail: [kgoughno@cde.ca.gov](mailto:kgoughno@cde.ca.gov)

Phone: (916) 319-0492  
Fax: (916) 322-3390

Lorraine Jones, Design  
E-mail: [ljones@cde.ca.gov](mailto:ljones@cde.ca.gov)

## Got E-mail?

Join the CDE *High School!* listserv at [www.cde.ca.gov/shsd/newsletter/](http://www.cde.ca.gov/shsd/newsletter/) to receive notices about upcoming issues. If you have comments, contributions, or suggestions, please contact Kelly Goughnour at [kgoughno@cde.ca.gov](mailto:kgoughno@cde.ca.gov). Your ideas and suggestions are welcome.